Department of Elementary and Secondary Education

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MEDIA AND TECHNOLOGY

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LIBRARIAN INFORMATION REPORTED VIA CORE DATA

There is a new way for me to access your e-mail address. Your district simply reports your name, telephone number, building assignment and e-mail address via **Core Data: Screen 3.** Screen 3 has long been in existence but the Library Media section has just been added.

Please contact the Core Data person, probably the superintendent's secretary, and request that your name and other information be added to **Screen** 3. This information will allow me to contact you by e-mail very easily.

THIRD-CYCLE MSIP SOURCES OF DOCUMENTATION

Third-Cycle MSIP starts in October 2001. Karen Sundstrom, Assistant Director of the Missouri School Improvement Program Section, created a list of possible sources of information that could be used to prepare for the MSIP visit.

**THIRD-CYCLE LMC
STANDARDS AND INDICATORS**
with possible sources of information
which can be used to complete
the items on the Report Writing Form

**submitted by Karen Sundstrom
Assistant Director, Supervision**

**6.8   Library media center (LMC)
resources and services are an
integral part of the instructional
program.**

1.   The library media staff collaborates
with the instructional staff to
integrate library media resources into
the curriculum.

-Resources are selected by the library
media specialist with input from
students and faculty. [Advance
Questionnaire-teacher and student]

-The library media specialist and
teachers jointly plan and deliver
instruction to integrate information
literacy skills into the curriculum, as
outlined either in a library skills
guide or in other appropriate
curriculum guides.   [District
Response for 6.1.3 Research/
Information Skills section,
curriculum guides, interviews]

-The library media specialist assists
all student populations and staff with
individual and class projects.
[Advance Questionnaire-teacher]

-Each LMC is readily available and
accessible to all students and staff
throughout the school day, before
and after school, and throughout the
school year. [interviews and team

observation] A flexible LMC
schedule is in effect at all levels. [the
issue of flexible LMC scheduling
will not be evaluated (refer to
definitions) and is not on the Report
Writing Form]

-Each LMC uses educational/
informational technology to provide
users access to internal and external
resources (e.g., community
resources, the Internet, on-line data
bases, computer networks).
[District Response for 6.4.1
references to LMC]

2.   The LMC policy and procedures
handbook is cooperatively developed
[interviews, the year the LMC
procedural plan was last revised and
modifications to the LMC services
within the past two years are
requested] and includes:

-program objectives aligned with the
district's CSIP and student
performance data. [LMC Handbook]

-evaluative criteria for the LMC
program. [LMC Handbook]

-board-adopted policies for
confidentiality, copyrights, selection,
reconsideration, an acceptable use
policy for accessing the Internet, and
an intellectual access policy for all
LMC resources which have been
reviewed within the last five years.
[LMC Handbook]

3.   Each LMC annually reviews its
resource collection using the
following guidelines:

-All materials are cataloged, classified, and processed. [LMC staff interview]

-An electronic catalog and circulation system is in place. [District Response for 6.4.4, interviews]

-Collection-analysis evaluation techniques, including culturally-diverse/equity criteria and criteria directly related to identified instructional needs, are used to identify specific strengths and weaknesses of the resource collection and to guide new purchases. [interviews]

-The criteria outlined in the state's library media standards publication are used to evaluate the collection and complete the Core Data reports on LMC resources. [Core Data report, team observation]

4. The district addresses needs related to the LMC facilities, the resource collection, staffing, and research and information-skills instruction in its CSIP. [District Response for 6.8.4 will be used verbatim, interviews, CSIP, Core Data report]

THIRD-CYCLE MSIP
REPORT WRITING FORM

Karen and I agree that the Report Writing Form is the perfect guide for the creation of the Documentation Files. The Standards and Indicators are broad and sometimes difficult to address. The Report Writing Form is very specific and if you address the individual items, you should have everything you need. The Report Writing Form is on the DESE web site
http://www.dese.state.mo.us/divimprove/sia/msip/index.html

NEWDISTRICT RESPONSE

A self-study is not required in the Third-Cycle of MSIP reviews. Districts are, however, required to provide responses to the indicators marked "Written Response Required" in the District Response to the Standards (DRS) document. These required responses will be used either verbatim in the final report or will be summarized by the team in the final report. Districts may also elect to write to the indicators marked "Written Response Optional," thus creating a self-study.

The District Response to the Standards document is on the DESE web site
http://www.dese.state.mo.us/divimprove/sia/msip/index.html

Standard 6.8 (Library Media Center) is addressed on page 12 of the document. Indicator 4 requires a written response/ summary describing improvements in the LMC collections, which have been made in the last two years to support improved student performance on the MAP. You should explain the building level collection plan you and your administrator developed and the progress your building/district made toward the plan in the last two – five years.

GUIDING QUESTIONS FOR INDICATOR 4: DISTRICT RESPONSE

Indicator 4 "Describe improvements in the LMC collections at the elementary, middle school, and secondary levels which have been made in the last two years to support improved student performance on the MAP".

- ❑ What was the general goal?
- ❑ What was the specific goal?
- ❑ What was the reason for the goal? (support curriculum, MAP, teacher need, student need, etc.)
- ❑ What were the funding strategies?
- ❑ Were the funding strategies used?
- ❑ If not, why?
- ❑ Was the specific goal reached?
- ❑ If not, why?
- ❑ If the goal was reached early, why?
- ❑ Was the goal changed during the time period?
- ❑ If so, why?

Be specific and HONEST.

Do not exaggerate.

THIRD-CYCLE MSIP AND FLEXIBLE SCHEDULING

6.8.1 Each LMC is readily available and accessible to all students and staff throughout the school day, before and after school, and throughout the school year. **A flexible LMC schedule is in effect at all levels**.

In the past, there have been Standards and Indicators that have been introduced to allow schools time to prepare and implement before evaluating the Standard. During the third-cycle, flexible scheduling has been added to the LMC Standards, as it is believed to be a best practice and the optimum for student's learning and retention. **The implementation of a flexible schedule is not evaluated during the third-cycle.** It is anticipated that this will be looked at more closely in the fourth-cycle. The five-year period (third-cycle) allows districts an opportunity to implement flexible scheduling and collaborative planning throughout all schools. A flexible schedule allows resource-based learning/teaching to be implemented.

FLEXIBLE SCHEDULING INFORMATION

Flexible scheduling. Library media specialists know the two words though many ask, "what does it mean?" First, **What is a Flexible Schedule?** A flexible LMC schedule reflects the instructional program of its school. This type of schedule builds day-by-day, week-by-week, as the LMS collaborates, plans, designs, and schedules learning activities with classroom teachers that can be delivered in conjunction with on-going instructional projects. The entire LMC schedule is created by the LMS in collaboration with classroom teachers and provides opportunities for individual students, small groups, and classes to visit the LMC when there is a need. Scheduling times for whole class visits will vary day-to-day and week-to-week depending on **learner needs**. A key component in implementing flexible scheduling is that the librarians and teachers **work together** to implement resource-based learning/teaching in the LMC, which is directly related to instruction currently taking place in the classroom.

Perhaps the problem library media specialists may be encountering, when trying to implement this type of schedule, is not the meaning of the two words but the focus.

What is the Focus? I think we are focusing on the wrong words. The words **flexible scheduling/flexible schedule** focus on the method or tool which allow library media specialists to work with students and teachers in a way that is different than in a fixed or rigid schedule. The schedule **is not** the focus. The schedule is the tool, which allows collaborative planning, integration, and resource-based learning to be implemented. The focus is students and learning. The classroom teacher and the library media specialist planning and teaching together to raise student achievement is the focus

What should be the Focus? Focus on the students. Why is this method important for the students? Why will the students benefit? What will be better for the students with the new method? **Don't focus** on the words flexible scheduling. The schedule is just the tool needed to implement resource-based learning. Focus on the benefits of resource-based learning and teaching, cooperative learning and teaching, and team-teaching for student learning and achievement.

Remember the schedule is just the method needed to make the learning/teaching happen. When some people hear 'flexible scheduling', they equate it to a way for you, the library media specialist, to be lazy. It sounds nice and easy, "flexible" schedule. (Add tone of voice in your imagination). "It must be *nice* to have a flexible schedule so *you* don't have to do anything." I *wish* **my** schedule was flexible so I could decide when I worked."

Ann CarlsonWeeks recommends, "Don't talk about flexible access or flexible scheduling. Talk about giving students and teachers opportunities to use the library's books and computers, and the library media specialist's assistance throughout the school day. Show how the resources provided through the library media program can help students pose questions and discover answers--when they need them." Weeks, Ann Carlson, "Stop the Whining: When things are tough, it's time for school media specialists to get active," *School Library Journal*, September 2001, p. 57.

I asked Carol Makemson, Library Media Coordinator of Liberty Schools to explain the topic from her perspective. Liberty Schools implemented resource-based learning/ teaching using a flexible schedule in the LMCs in 1982.

Flexible scheduling is receiving much attention these days. We assume that library media specialists know what a flexible schedule is and how it works, however, we need to think about how to explain (sell) this to our administrators and teachers. Are we prepared to explain why it is better than fixed schedules and teacher release time to the very people who think that it will be an inconvenience or a scheduling problem or an easy way out for the LMS?

As we explain the schedule, we should focus on the benefits to our students. The flexible schedule is just a tool, a mode of operation, which enhances student learning and achievement. This type of schedule supports resource-based instruction, authentic learning, cooperative learning, integration of content from different curricula and team teaching.

Research shows that it increases student achievement. It allows teachers to schedule consecutive days and differentiated blocks of time for activities coordinating activities in the library media center with their daily

schedule. Science can be taught during science; literacy activities can be during the literacy block. Research that takes several hours can be scheduled on consecutive days in periods long enough to allow students to make good progress.

Unfortunately, some educators think that a flexible schedule in the elementary school may make the library media specialists' jobs easier.

Most secondary schools have been running on a flexible schedule for decades and no one questions the validity of this schedule for that level. The same benefits that have been reaped for secondary students and teachers for years are becoming available for our younger learners. A LMS with a fully implemented flexible schedule will work harder and longer than her/his counterpart on a fixed schedule. Collaboration and resource-based learning take time and energy! We are not deciding when we are going to work; instead the on-going instructional program in the building determines our schedules.

We, as library media specialists, must be careful how we explain the purpose and function of the flexible schedule while we defend its value for our students. We must use words and share concepts educating others to the benefits.

 - by Carroll Makemson

There are several national studies proving that student achievement, measured by test scores, is higher when resource-based learning/teaching is implemented. The national studies have also found that buildings with full time librarians improve student achievement. The studies were conducted in Alaska, Colorado, and Texas. Missouri is planning a research study in the

near future as a joint venture with the State Library, MASL, and DESE.

Alaska Study – executive summary
http://www.library.state.ak.us/dev/infoemxs.pdf

Colorado Study – summary
http://panther.chs.chico.k12.ca.us/~pmilbury/colo.html

Texas study
http://www.tsl.state.tx.us/ld/pubs/schlibsurvey/index.html

Articles (most may be accessed via EBSCO Host through MOREnet)
http://search.epnet.com/

1. Designing a Flexible Schedule for an Elementary School Library Media Center, Library Talk, Jan/Feb 2001
2. Crunch Time School Library Journal, November 1999 (includes tips on making the case)
3. Dick and Jane Go to the Head of the Class, SLJ Online: Articles, April 1, 2000 **www.slj.com/articles/articles/20000401_7475.asp**
4. Study: Library Upgrades Boost School Wide Reforms Education Daily, August 20, 1999
5. Library Power (Readers Digest -- National study) **http://www.wallacefunds.org/frames/framesetpublications.htm**
6. Flexible Schedules: Quality Learning Time Library Talk, May/June 97
7. What Works: Cooperative Program Planning and Teaching... Emergency Librarian, May/June 93
8. Flexible Scheduling School Library Journal, May 92

9. Collaborative Cultures, Team Planning and Flexible Scheduling Emergency Librarian, May/Jun 98
10. Flexible Access School Library Journal, August 94
11. Flexible Scheduling School Library Journal, May 92
12. The History of the Curriculum Integrated Library Media Program Concept, International Journal of Instructional Media, 1992, (cites the National Assoc. of Elementary School Principals stressed that the curriculum should be integrated with a total multimedia center 1984).
13. Cooperative Program Planning and Flexible Scheduling.... Emergency Librarian, Sept/Oct 91, (What do principals really think?)

MICROSOFT TO STOP SCHOOL SOFTWARE PIRATES

Software giant Microsoft is stepping up efforts to stop software piracy, and **schools that don't shape up soon might have to pay up.** It is seeking to thwart would-be software pirates by adding copy controls to the new version of its operating system and by urging schools to invoke zero-tolerance policies against copyright-violating educators. The company's latest version of its Windows operating system, Windows XP, contains a technology called "product activation" that creates and stores a profile of the configuration of every PC on which you install the software. This profile allows Microsoft to "lock" each copy of Windows XP to one specific computer.

The technology is intended to thwart licensing infringements of the software, and it's just the latest in a series of steps Microsoft has taken to crack down on software piracy. In fact, a number of school districts have been the target of recent investigations by Microsoft, after company officials received tips that schools were installing single-user copies of Microsoft Office on multiple hard drives. For the complete story, go to: **http://www.eschoolnews.org/showstory.cfm?ArticleID=2828**

EBSCO ONLINE PERIODICAL RESOURCES

As of August 1, 2001, the following products became available as part of the contracted resources funded by the Office of the Secretary of State and the Missouri State Library. The products are available to all members of MOREnet without additional fees.

- Masterfile Elite (grades 4-12)
- Academic Search Elite
- Health Source: Consumer Edition
- Health Source: Nursing/Academic Edition
- Alt-HealthWatch
- Primary Search (grades K-3)

Academic Search Elite and Alt-HealthWatch are new editions to the services we have been receiving from EBSCO.

Access to the EBSCO online resources is available at **http://search.epnet.com/** EBSCO is also providing detailed support information about their products and services at the new EBSCO Web Community page at **http://www.ebscoweb.com/ .**

If you have any questions regarding access or use of these resources, please contact MOREnet Technical Support at 1-800-509-6673.

GALE ONLINE RESOURCES

Gale online resources are available to all K-12 districts that belong to MOREnet. The cost of the databases is included in the annual membership fee.

With the expanded number of Discovering databases available through MOREnet, the method to access the different Gale databases has changed.

To access only the **Discovering** collections, go to:
http://galenet.galegroup.com/servlet/DC?locID=morenetmsic
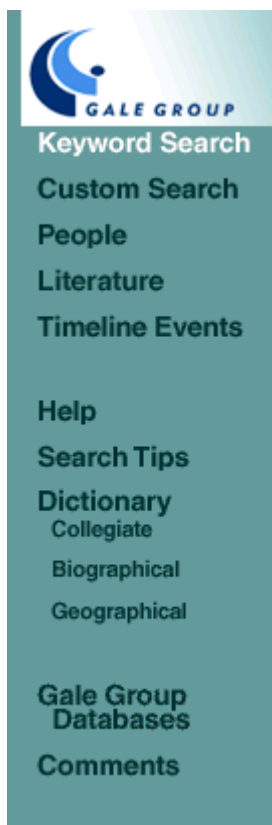
All databases may be searched at one time. For example: A search of Mark Twain would result in a total of 75 hits for all his books in the following sets:

Biography in *DISCovering Authors*

Criticism in *DISCovering Authors*. Gale Group, 1999.

Biography in *U*X*L Junior DISCovering Authors*

Biography in *EXPLORING Short Stories*.

Criticism in *EXPLORING Novels*.

When I chose a PEOPLE search, it resulted in 4 hits. All four were **biographies in DISCovering Authors.**

To access only the **Business and Company Resource Center**, go to:
http://www.galenet.com/servlet/BCRC?locID=morenetmsic

To access a menu to choose between the **Discovering collections** and the **Business and Company Resource Center**, go to:
http://infotrac.galenet.com/menu

Currently, there is no method to access the individual Discovering collection databases, although Gale is looking into this possibility.

NEWSBANK ONLINE

News Missouri from NewsBank provides information specifically about your state through wire service articles. New articles are added each day to keep you current on

state events and issues that are important to you.

Because News Missouri contains articles from 1997 forward, you have the unique opportunity to trace important issues over a period of time and track their progress.

Several news items that may be of importance to you are listed below along with the search terms to help you find them. These are just five of the many topics covered in News Missouri.

*Charges and views on Robert Courtney, the pharmacist who allegedly was diluting anti-cancer drugs.
SEARCH: Courtney and Taxol
 *Governor Holden has paid his inaugural debts. Find out about this and other state political issues.
SEARCH: Holden and governor

 *Telephone service providers can affect rates and service in your state. Players include Southwestern Bell, Sprint and Charter Communications.
SEARCH: telephone service

*Jim Talent plans to challenge Jean Carnahan next year. Information about both of these politicians can be found in News Missouri.
SEARCH: Jean Carnahan; Jim Talent

You may also search the full-text of the Kansas City Star (1991-present) or the St. Louis Post Dispatch (1989-present) by pointing your browser to
http://infoweb.newsbank.com

SPECIAL REPORT – TERRORISM

NewsBank has released a Special Report - Terrorism in the United States.

This Special Report is in keeping with NewsBank's practice of continuing to provide you with coverage of current events and issues for your research needs.

This Special Report provides you with a quick and easy way to locate articles on the terrorist attacks of September 11 and their aftermath. The Report will be updated during the day as new information is released.

Background and related articles on security issues, other terrorist attacks, and terrorist groups are available with this Report. These articles will help your users understand the important issues surrounding these attacks.

This Special Report can be found at **http://infoweb.newsbank.com** . This URL is the same location as your regular NewsBank access.

Through the use of this Special Report and searches in your NewsBank products, your users will have comprehensive coverage of these important issues and events.

MARK TWAIN AWARD MASTER LIST
2001- 2002
Submitted by Pam Thomeczek,
Mark Twain Chair

AUTHOR	TITLE
Joan Bauer	*Backwater*
Ruby Bridges	*Through My Eyes*
Eve Bunting	*Blackwater*
Cynthia DeFelice	*Nowhere to Call Home*
Kristine L. Franklin	*Dove Song*
Carol Gorman	*Dork in Disguise*
Vicki Grove	*The Starplace*
Will Hobbs	*Jason's Gold*
Isabelle Holland	*Paperboy*
Jennifer L. Holm	*Our Only May Amelia*

Kimberly Willis Holt *When Zachary Beaver Came to Town*
Peg Kehret *I'm Not Who You Think I Am*
Peg Kehret *Shelter Dogs: Amazing Stories of Adopted Strays*
Gail Carson Levine *Dave at Night*
Claudia Mills *You're a Brave Man, Julius Zimmerman*
David Patneaude *Framed in Fire*
Andrea Davis Pinkney *Silent Thunder: A Civil War Story*
Sybil Rosen *Speed of Light*
Stephanie S. Tolan *Ordinary Miracles*
Gina Willner-Pardo *Figuring Out Frances*

The 2002-2003 Mark Twain Award Selector List is currently being read and rated by forty-four reader/selectors representing fourteen state organizations and by sixteen Missouri students in grades 4 through 8. The reader/selectors will submit their rating ballots by November 30, 2001, from which the twenty 2002-2003 Mark Twain Award Nominees will be determined.

MASL members are encouraged to **submit titles now for the 2003-2004 Mark Twain List**. The books are to have a 2001 copyright, be of literary value to 4th through 8th graders, and be written by an author living in the United States. Submit your titles to Pam Thomeczek, Mark Twain Award Committee Chair: email pthomeczek@maltabend.k12.mo.us; mail – 727 N. Lake Dr., Marshall, MO 65340; FAX 660-595-2430; or notify any MTA committee member.

Promote reading in your school with the 2001-2002 Mark Twain Award video ($35) and other MTA promotional items. MTA promotional items may be ordered from Stephanie Vergara, MASL Service Agent:

email - masl@i1.net ; mail – 3912 Manorwood Dr., St. Louis, MO 63125; or FAX – 314-416-0462. Promotional items will also be available at Fall Seminar. Mark Twain busts are available only at Fall Seminar and Spring Conference. You may reserve them by contacting Pam Thomeczek for pick-up at those times.

GATEWAY READING LIST
2001-2002
READERS' CHOICE AWARD
FOR TEENS
Information provided by
Sally Hatton
417/469-2114 ext 321
hattons@wspgs.k12.mo.us

Elva Trevino Hart *Barefoot Heart: Stories of a Migrant Child*
William Kent K. *Boundary Waters*
Marsha Qualey *Close to a Killer*
Esme Raji Codell *Educating Esme: Diary of a Teacher's First Year*
Orson Scott Card *Ender's Shadow*
Stephen King *The Girl Who Loved Tom Gordan*
Ellen Wittlinger *Hard Love*
Cherie Bennett *The Haunted Heart*
Sarah Dessen *Keeping the Moon*
Carolyn Meyer *Mary, Bloody Mary*
Walter Dean Myers *Monster*
Ben Bova *Return to Mars*
M Bernall *She Said Yes: the Unlikely Martyrdom of Cassie Bernall*
Nancy Springer *Sky Rider*
Laurie Halse A. *Speak*
Sonya Sones *Stop Pretending: What Happened When My Big Sister Went Crazy*

John Grisham	*The Testament*
Lensey Namioka	*Ties that Bind, Ties that Break*
Michael Crichton	*Timeline*
Nicholas Sparks	*A Walk to Remember*

HISTORY FIRSTHAND

History Firsthand has been designed to provide elementary children with experiences, which enable them to begin understanding primary sources. Students move from personal artifacts to the vast American Memory collections and learn how archival collections are organized, how to interpret artifacts and documents, how to use primary sources to tell a real story and how to do on-line research.
http://memory.loc.gov/ammem/ndlpedu/lessons/97/firsthand/main.html

MASL FALL SEMINAR

This year's theme is "The Collaborative Journey - Meeting in the Middle". The keynote speaker, Dr. Lesley Farmer, is a Professor at California State University and author of "Partnerships for Lifelong Learning".

The seminar will be held at Camdenton High School, Camdenton, Mo. October 6, 2001. For more information, visit
http://maslonline.org

MASL SPRING CONFERENCE

This year's theme is "Together Everyone Achieves More For Student Achievement". Registration is $70.00. Full Conference is $170.00 (includes 4 meals.)

The conference will be held at Tan-Tar-A in Osage Beach, Mo. April 14 – 16, 2002. Visit the MASL web page for more information
http://maslonline.org.

12TH ANNUAL EDUCATIONAL TECHNOLOGY CONFERENCE

MOREnet and the Department of Elementary and Secondary Education are sponsoring the 12th Annual Educational Technology Conference on October 7-9, 2001 at Tan-Tar-A in Osage Beach, Mo. For registration information visit
www.more.net/events/fall2001/conference.html

STUDENT ENTRIES INVITED FOR 2002 LETTERS ABOUT LITERATURE CONTEST

The Missouri Center for the Book invites students in grades 4-12 to enter the 2002 Letters About Literature contest. The national writing contest emphasizes the special connection between young readers and authors. The contest invites students to write a letter to an author—living or dead—describing how the author's book or story changed their way of viewing themselves or the world.

Letters About Literature is sponsored annually by the Missouri Center for the Book, the Center for the Book in the Library of Congress, and the Weekly Reader Corporation.

The contest has two competition levels: Level I for grades 4-7 and Level II for grades 8-12. Judges from the Missouri Center for the Book will select five state winners in each competition level. The state winners will receive cash prizes and be honored at an awards ceremony in Jefferson City in the spring of 2002.

Judges from the Center for the Book in the Library of Congress and Weekly Reader

Corporation will select a national winner on both levels. Missouri's first-place winners will be submitted for this $500 cash award.

Each student essay must be accompanied by an entry coupon. Teachers, librarians, and students may download the contest guidelines and coupon from the Missouri Center for the Book's website at http://mosl.sos.state.mo.us/lib-ser/libpub/mcb/mcb.html. Click on "News and Events." Coupons may also be requested by writing or calling the Missouri Center for the Book at 600 West Main, Jefferson City, MO 65102-0387; phone: 800-325-0131, ext. 8. All entries must be postmarked by **December 1, 2001**.

The Missouri Center for the Book is a nonprofit statewide organization that promotes the importance of books and reading and recognizes the contribution of Missouri's authors, booksellers, publishers, librarians, and others involved in the literary arts. It is the state affiliate of the Center for the Book in the Library of Congress.

IRA CONFERENCE

A conference is planned for Oct. 17-20, 2001 in Sioux Falls, SD. International, national, and local authors, speakers, librarians and educators will present informative sessions. We believe this conference would be of interest to your Missouri library media specialists because of the number of well-known authors that will be presenting at sessions and be available for Autographing. Committed to the conference are authors such as Richard Paul Evans, Jim Trelease, Stuart Murphy, Patricia Reilly Giff, Lurlene McDaniel, Tony Johnston, Jean Patrick, Brod Bagert, Johanna Hurwitz, Mike Thaler, Laurie Lazzaro Knowlton, Gloria Houston and others. Onsite registration is

available at the conference. The form is on the South Dakota Reading Council site at **www.sdrc.dsu.edu** under Conferences. This conference encompasses seven states including Missouri.